LEAF: Accountability

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
FUNDING			
Q1. How is funding allocated to youth-serving programs?	• Young people provide feedback on the programs available to them via the agency/organization. Feedback on how the program meets the needs of young people is collected via youth surveys, in-person focus groups, and youth councils. • Agency/organizational leadership use this information to determine what kinds of programs to fund.	• Young people identify the core components needed from programs to meet their needs. • Agency/organization completes an assessment/crosswalk to determine which programs align with the core components identified by young people. • Information from the assessment/crosswalk is used to determine what kind of programs/which to continue to fund.	Agency/organizational leadership collaborate with young people to: • Co-identify programs; • Co-develop the scoring tool; • Co-assess the programs; and, • Co-select the programs to fund.
Q2. How is your agency/organization seeking out and/or aligning funding that supports young people's needs?	• Complete a comparison between the 1) agency's/ organization's mission and vision for young people, 2) youth-identified needs, and 3) the goals of the programs that are funded. Reallocate funds to the programs with goals that align with the agency/organization and the needs of young people. (Young people participate in this process). • Ensure that the service array is reflective of young people's intersecting identities (e.g., race, ethnicity, sexual orientation and gender identity and expression, disability).	• Young people design an evaluation tool for determining program funding allocation based on the agency's/organization's mission and vision for young people, youth-identified needs, and goals of the programs. • Young people are members of the fundraising/development team and participate in fundraising and/or meetings/activities with potential funders (e.g., foundation). Young people are compensated for their role in these activities. • On an annual basis, collaborate with young people to assess if the youth-serving programs currently funded support the agency's/organization's and young peoples' vision and goals. If not, re-allocate the funding to programs that meet the agency's/organization's and young peoples' goals.	In collaboration with young people: • Identify the supports, resources, and programs needed/missing from the continuum of supports. • Reach out to and co-write requests to foundations and nonprofit organizations for grant funding that align with the needs identified by young people. • Have dialogue with funders about how to align their interest in young people's well-being with an agency's/organization's values and young peoples' goals and needs. • Advocate to local and state legislators for program funding. • Explore current funding streams to determine how they may be used or combined to support the needs and well-being of young people. • Explore any flexible local, state or federal funding to support the needs and well-being of young people.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
STAFF EVALUATION			

Q1. How are staff held accountable to value and support young people?	• Include in staff evaluations and performance reviews reflection questions on:
	  ◦ How staff engage with and coach young people.
	  ◦ How staff creatively support young people to achieve their goals and address challenges.
	  ◦ Staff's knowledge of adolescent brain development and the impact of trauma and toxic stress on development.
	  ◦ Staff's comprehension of the Protective and Promotive Factors.
	• Provide ongoing coaching to staff who do not yet uphold the agency's/organization's values about young people.
		• Leadership and staff regularly seek feedback from young people and use this information to identify staff's strengths and professional development opportunities (e.g., promotions)
		• Include in staff development plans how they:
		  ◦ Include young people as decision makers, in project and program design and implementation.
		  ◦ Create a safe and supportive space for young people.
		  ◦ Build and maintain connections between young people and their family and peers.
		  ◦ Use the Youth Thrive Survey results and what actions they take to strengthen young people's Protective and Promotive Factors.
		  ◦ Strengthen their abilities to understand and integrate adolescent brain and youth development language into their communication with colleagues and young people.
		  ◦ Receive coaching and support from supervisors and managers.
			In collaboration with young people:
			• Co-identify staff's development goals and progress indicators that put into action approaches for valuing and supporting young people.
			• Celebrate staff's actions for how they value and support young people.
			• Co-provide staff with instant, less formal, and frequent feedback from supervisors/managers and young people on how they value and support young people.
			• Co-develop ongoing coaching that staff should receive when corrective action is necessary.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
DATA & CQI*			

Q1. Does the data you collect accurately reflect/ describe the young people, families, and communities being served?	• Young people review:
	  • Demographic information on who will be included in the data collection and analysis to determine if any categories are missing (e.g., age group, race and ethnicity, placement type, sexual orientation, gender identity, length of time in foster care).
	  • The methodology for collecting qualitative and quantitative data to ensure that representative data is gathered.
	  • Disaggregated data to better understand the populations being served.
	• Be transparent with young people, families, and communities on the data that is being collected and why.
		• Ask young people, families, and communities to provide feedback on the data categories that may need to be updated, are missing, or no longer need to be included.
		• Host brainstorming sessions with young people to determine how to best collect data from them.
		• Seek feedback from young people on the data collection tool, including but not limited to providing feedback on the type of tool used (e.g., online survey) and language in the tool.
			In collaboration with young people:
			• Explore and determine the reason data are needed—including the questions seeking to answer to better understand young people's experiences and well-being.
			• Select the type of data to be collected.
			• Develop the data collection strategy, including who the data should be gathered from and how qualitative and quantitative data will be collected.
			• Determine and design (if necessary) the data collection tool.
			• Implement the data collection plan.
			• Examine the data collected.
			• Share the results with the community, agency/organization, and other stakeholders.

Q2. Is your agency/ organization intentional about what data is being collected on race and ethnicity, and sexual orientation, gender identity, and expression (SOGIE)?	• Ask young people what race and ethnicity, and SOGIE they identify with and include in the young person's electronic file. (Note: for SOGIE information, professionals should identify the most appropriate time and manner for asking about this information based on the young person's age, stage of development, cognitive abilities and personality, and level of trust between the professional and young person). • Update protocols and intake forms to gather information related to SOGIE, such as the young person's gender identity and pronouns. • Review race, ethnicity, and SOGIE data regularly to ensure the information is being collected and up to date (e.g., if left blank at intake, youth workers should follow up with young people to answer this question, and ensure the data is updated in the system).	• Build functionality into the data collection system to allow for more than one race and ethnicity to be selected and to capture young people's SOGIE and pronouns. • Share the aggregate race, ethnicity, and SOGIE data with young people to confirm its accuracy. • Provide young people with the opportunity to give feedback on how data collection efforts can better affirm their intersecting identities, such as race, ethnicity, SOGIE, and disability.	*In collaboration with young people:* • Determine the race, ethnicity, and SOGIE selections that need to be included in the data collection system. • If necessary, advocate for and update the data collection system based on this feedback. • In collaboration with young people, explain the significance of collecting this data, including helping staff to understand how it can support individual case planning and agency planning, assessment, and accountability.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
DATA & CQI*			
Q3. Who are data results being shared/ communicated with and how?	• Make data accessible to young people—e.g., share at youth leadership meetings, at programs, from youth workers, and at youth events. • Share data with targeted organizations, non-profits, foundations, and with potential funders who are interested in youth well-being and thriving. • Determine what data should be shared with additional groups (e.g., young people, staff, community, stakeholders).	• Post data results on the agency's/ organization's website and other social media platforms (e.g., Twitter, Facebook, LinkedIn) for the public. • Regularly update and maintain data, and ensure young people have access to opportunities to change/update their information.	*In collaboration with young people:* • Develop and implement a data dissemination plan (e.g., use social media, agency/organization website, email to stakeholders, shared by credible messengers). • Create opportunities for sharing and obtaining feedback on data findings (e.g., one-to-one, town hall, email, feedback period, youth leadership board presentation, community event).
Q4. How is the data on young people being used to support young people to thrive?	*The data is used to:* • Build momentum for change. • Advocate for resources and supports. • Identify and highlight strengths and gaps. • Inform policies and programs. • Determine if a youth program is effective in meeting the needs of young people.	• Identify the agency's/ organization's strengths and gaps for supporting young people's protective and promotive factors using the Youth Thrive Survey's organizational data. • Inform the agency's/ organization's youth-centered strategic plan.	*In collaboration with young people:* • Regularly review data and establish feedback opportunities to learn about the experiences of young people and for developing and strengthening policies, practice, and programs. • Use data to identify program and policy gaps and develop plan for addressing. • Review qualitative and quantitative data to determine which youth-serving programs should continue to receive funding or would benefit from additional funding. • Utilize qualitative and quantitative data results to advocate for funds with public and private entities.

Resources to Strengthen Practice: ACCOUNTABILITY

Youth Thrive Protective and Promotive Factors One Pagers:
- Youth Resilience
- Social Connections
- Knowledge of Adolescent Development
- Concrete Support in Times of Need
- Cognitive and Social-Emotional Competence

- Youth Thrive Guiding Premises One Pager
- Youth Thrive Survey
- Youth Thrive Survey User Manual
- Youth Thrive Survey Tip Sheet for Professionals
- Using Data from the Youth Thrive Survey to Improve Practice
- Guidelines for Managing Information Related to Sexual Orientation and Gender Identity and Expression of Children in Child Welfare Systems
- Measuring Child Welfare Outcomes: A Compendium of Standardized Instruments

* Note: In the Data & CQI section, data refers to aggregated, de-identified information that comes from surveys, focus groups, and agency/ organization data collection systems; individual data and data in which an individual young people may be identified should not be shared. Two types of data may be collected by an agency/organization: 1) internal data—data the agency/ organization collects to determine its impact, service utilization, and client outcomes; and 2) external data—data an agency/ organization does not control that must be collected, such as federal data required by law. When exploring the considerations below, agencies/ organizations should be clear with young people and communities about the type of data that is being gathered and analyzed.